



Mt. San Antonio College air conditioning program students monitor the operation of a refrigeration unit.  
*Photo by Mike Taylor*

# ECONOMIC AND WORKFORCE DEVELOPMENT PROGRAM ANNUAL REPORT

**2015**

California Community Colleges Chancellor's Office  
Brice W. Harris, Chancellor

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April 13, 2015

The Honorable Edmund G. Brown Jr.  
Governor of California  
State Capitol  
Sacramento, CA 95814

**RE: Economic and Workforce Development Program Annual Report for 2013-14**

Dear Governor Brown:

I would like to present the California Community Colleges Economic and Workforce Development Program Annual Report for 2013-14.

The Economic and Workforce Development Program makes strategic investments to improve the skills of California's workforce. It brings together members of the business community and academia throughout the state to create job opportunities for Californians.

This report highlights our efforts in helping to build workforce development programs in the state which, for the purposes of directing program investments, are divided into seven macroeconomic regions. Furthermore, this report summarizes the work the program has done to stimulate career training and employment opportunities in 10 important economic sectors in California.

If you have any questions regarding this annual report, please contact Workforce and Economic Development Division Vice Chancellor Van Ton-Quinlivan at 916-327-5492 or [vtquinlivan@cccco.edu](mailto:vtquinlivan@cccco.edu).

Thank you for your interest in the Economic and Workforce Development program.

Sincerely,

A handwritten signature in blue ink, reading "Brice W. Harris", is positioned below the "Sincerely," text.

Brice W. Harris  
Chancellor



# ECONOMIC AND WORKFORCE DEVELOPMENT PROGRAM ANNUAL REPORT

## EXECUTIVE SUMMARY

California’s community colleges continue to play a crucial role in the state’s economy by providing students with the skills and knowledge to succeed and by advancing the economic growth and global competitiveness of California and its regional economies through the Economic and Workforce Development Program (EWD). Under the Doing What Matters for Jobs and the Economy (DWM) framework, EWD supports community colleges working within and across economic regions as they:

- partner closely with businesses and other organizations,
- train students for the in-demand skills employers require through contract education, and credit and non-credit instruction,
- provide these students with career pathways and stackable credentials,
- promote their success and improve program completion,
- build the skills of current employees, and
- get Californians into jobs.

The DWM strategy of increasing outreach to employers within regions and priority industry sectors has contributed to upward trends in EWD’s outcomes.

During 2013-2104, the contributions and efforts of EWD programs resulted in:

- 42,661 students served
- 38, 582 employees served
- 57,820 total people trained
- 2,668 students enrolled in work-based learning (i.e., internships and apprenticeships)
- 33,027 completions of workshops and training
- 1,206 students placed in jobs
- 7,398 employees retaining jobs
- 13,826 businesses benefitted
- 1,554 people hired by businesses served by EWD
- 80 new products and services were created by businesses across California with the support of EWD services

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In fiscal year 2013-2014, EWD awarded \$22.8 million to six major new initiatives to fund almost 100 grants statewide. These new initiatives strengthened regional collaboration, supported alignment between career technical programs at the community colleges and the needs of industry sectors and developed a system to track and evaluate programs through data driven analysis. Ten industry sectors received priority based on current and emerging labor market needs and opportunities to prepare students to compete in a global economy. Sector Navigators (awarded \$5.5 million), who are experts within each respective industry, fostered collaborative partnerships within each of ten priority industry sectors and the California Community Colleges at a statewide level. Deputy Sector Navigators (awarded \$12.7 million in funding) improved contacts between businesses and community colleges in each of the seven macroeconomic regions in order to enhance alignment between career pathways and employer needs. Industry Driven Industrial Collaboratives (funded at \$2.3 million) built networks of regional public, private and other community-based organizations that support the California community colleges’ efforts to meet regional industries’ training and education needs. Technical Assistance Providers, such as the Centers of Excellence for Labor Market Research (funded at \$1.1 million), provided expert consultation on occupational and economic trends and supported data collection. EWD continued to develop LaunchBoard, a statewide accountability dashboard

that collects and shares identified outcome metrics such as wage gain, employment in field of study and attainment of industry or state certifications.

Seven state agencies, including the California Community College Chancellor's Office (CCCCO), have partnered as an interagency task force to coordinate and leverage resources in support of regional economies and workforce development. Partners include the California Workforce Investment Board (CWIB), Employment Training Panel (ETP), Division of Apprenticeship Standards (DAS), Employment Development Department (EDD), California Labor and Workforce Development Agency (LWDA), and the California Department of Education (CDE). Examples of this close coordination include development of technical assistance for California community colleges in pursuit of federal Department of Labor, Department of Commerce, and Department of Education grant support for their workforce development programs.

In conclusion, EWD's strategic initiatives have built new networks of collaboration between colleges and businesses, within and across regional economies and industry sectors, with increasing and measurable benefits to both students and employers.

## BACKGROUND

### Economic and Workforce Development Program

The California Community College's Economic and Workforce Development Program (EWD) advances the economic growth and global competitiveness of California and its regional economies by providing education, training, and other services that contribute to continuous workforce improvement, technology deployment, and business development.

In 2012, legislation reauthorized EWD until January 1, 2018 with the intent that the program would:

- Maintain its core mission to advance California's economic growth and global competitiveness through education, training, services, and sector strategies that drive regional economies.

- Strengthen linkages between EWD programs and other State workforce and economic development systems and programs in order to train and educate a highly skilled workforce for the mutual benefit of industry and students.
- Support the alignment between the career technical education (CTE) programs of the community college system and the needs of California's competitive and emerging industry sectors.
- Ensure that EWD programs are being developed, tracked, and evaluated based on data-driven analyses and common metrics.

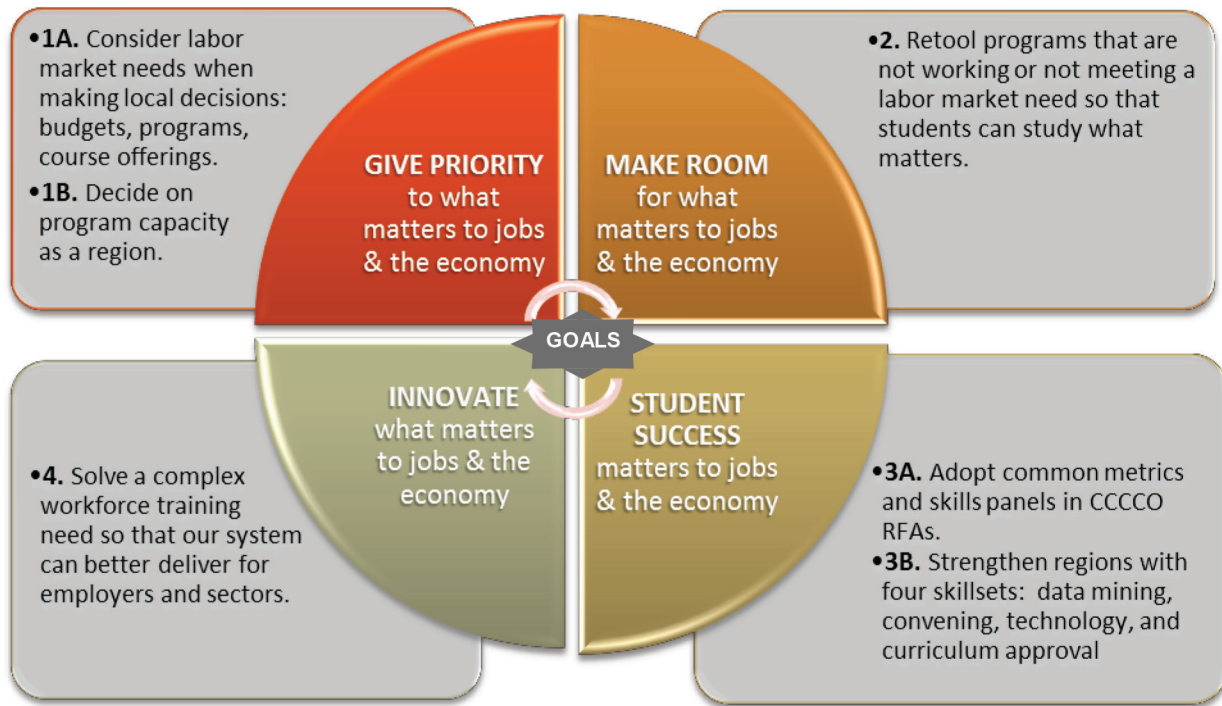
To achieve these goals, EWD provides grant funding to help community colleges become even more responsive to the needs of employers, employees and students. Grantees funded by EWD assist community colleges in collaborating with other public institutions in an effort to align resources, foster cooperation across workforce education and service delivery systems, and build well-articulated career pathways. These EWD grantees develop strong partnerships with the private sector, thereby ensuring industry involvement in community college programs. EWD is an outcomes-oriented program that measures results for businesses, employees and students.

### Doing What Matters for Jobs and the Economy

EWD is one of the main programs supporting work under the Doing What Matters for Jobs and the Economy (DWM) framework. The DWM framework provides structure for a system of service to community colleges, employers, workers, and students, aimed at supporting the growth of California's regional economies. The DWM framework encourages California Community Colleges to collaborate regionally and cross-regionally in order to ensure that colleges' CTE programs are better positioned to train Californians for in-demand occupations and provide employers with adequate pools of talent. The four prongs of the DWM framework are as follows:

- Give priority for jobs and the economy by considering labor market needs when making local decisions on budgets, courses and programs, and deciding on program capacity as a region.

## Doing What Matters for Jobs and the Economy



- Make room for jobs and the economy by retooling programs that are not working or not meeting a labor market need so that students can study what matters.
- Promote student success by braiding funding, advancing common metrics, and supporting regions in data mining, convening, technology, and professional development on the curriculum approval process.
- Innovate for jobs and the economy by solving complex workforce training needs so that our system can better deliver for employers and sectors.

Key strategies under this framework include focusing on regional priorities, emerging sectors and industry clusters; enhancing links between employers and colleges' CTE programs; taking effective practices to scale; integrating and leveraging programming between braided funding streams; promoting common metrics for student success; and removing structural barriers to execution.

## PRIORITY SECTORS

In 2013-14, each economic region identified industry sectors that had maximum economic impact and demand for a skilled workforce in order to help them accomplish the following goals: establish a framework for targeting the investment of education and

training funds, ensure a demand-driven workforce development system, and better align career pathways and the needs of employers in regional economies. Together workforce and economic development networks, including representatives from business and industry; organized labor; economic development entities; educational organizations; workforce investment boards; and other partners worked to identify each region's emerging sectors. By engaging employers as partners, rather than customers, regions were able to achieve a deeper and more sustainable level of employer engagement in developing education and training programs that meet industry needs and advance the identified sectors.

The 10 sectors in high growth or emerging industries are:

- Advanced Transportation and Renewable Energy
- Advanced Manufacturing
- Agriculture, Water, and Environmental Technologies
- Energy Efficiency and Utilities
- Global Trade and Logistics
- Health
- Information and Communications Technology (ICT) and Digital Media
- Life Sciences and Biotechnology
- Retail, Hospitality and Tourism
- Small Business



<b>Exhibit 1: Job Openings in Priority Sectors, 2013</b>				
Occupational Titles	Number of Jobs (2013)	Average Annual Openings (2013-16)	Average Hourly Wage (2013)	Median Hourly Wages (2013)
Advanced Manufacturing	257,897	9,503	\$21.25	\$20.10
Advanced Transportation	194,107	6,704	\$24.08	\$23.16
Agriculture, Water, and Environmental Technologies	297,193	10,565	\$16.85	\$16.03
Energy & Utility	333,046	11,224	\$34.99	\$32.00
Global Trade & Logistics	386,448	12,506	\$37.92	\$35.17
Health	685,704	36,026	\$28.94	\$28.01
Information and Communications Technology/Digital Media	441,872	19,159	\$39.30	\$37.51
Life Science/Biotechnology	124,654	5,362	\$20.85	\$19.34
Retail/Hospitality	643,689	30,389	\$21.31	\$19.60
Small Business	1,132,598	38,767	\$37.37	\$33.35

In summary, priority sectors show higher numbers of jobs, average annual openings and hourly wages than in other sectors.

## REGIONAL COLLABORATION THROUGH EWD INITIATIVES

By providing funding to various grantees, EWD continues to support the community colleges in their mission to advance and improve CTE programs. However, under the DWM framework, EWD has increased greatly in scope. New EWD grant initiatives expand the services available to both colleges and employers with the intention of bolstering the state's regional economies by creating better alignment between college offerings and industry needs and making significant and meaningful impacts on the quality of CTE programs at California's community colleges. EWD grantees are education and/or industry specialists who use their subject matter expertise to provide an expanded breadth of services including developing industry-aligned curriculum; providing training and work-based learning opportunities; conducting labor market research; and connecting colleges with business and industry, other workforce education and training programs, and K-12 education partners.

The five major new initiatives in the DWM framework funded by EWD include grants for Sector Navigators,

Deputy Sector Navigators, Technical Assistance Providers, and Industry-Driven Regional Collaboratives.

**Sector Navigators (SNs)** are first contacts for employers and the community college system in a given priority sector. SNs develop an advisory structure for their sector and work across regions (or statewide) to coordinate work plans and communications between Deputy Sector Navigators. SNs partner with Regional Consortia and Technical Assistance Providers to align community college and other workforce development resources with the needs of industry. They track industry trends with workforce development implications and assist the community college system in connecting to industry associations and major employers. SNs facilitate the spread of information by identifying and disseminating curriculum models and effective practices and alerting and mobilizing regional consortia to pursue contract and grant opportunities.

**Deputy Sector Navigators (DSNs)** are in-region contacts for a given sector. DSNs work with their region's colleges and employers to create alignment around workforce training and career pathways. DSNs operate at the seven macro-regions designated under the DWM framework. Within each macro-region there are between five to seven DSNs, each serving a different priority or emergent industry sector. Together all DSNs working in a given sector statewide constitute an industry-focused network



led and coordinated by that sector's Sector Navigator. This network helps DSNs normalize work plans, exchange effective practices, and field "how to" questions from colleges and employers.

**Centers of Excellence for Labor Market Research (CoEs)** are labor market and data resource centers for education and industry stakeholders that provide real-time and forecasted industry-validated regional labor market research. As part of the DWM framework, CoEs provide regional college consortia and sector-based initiatives with labor market information useful in making decisions, such as those concerning the development of programs that will close skills gaps, and provide data to support better alignment of labor market workforce demands with training capacities at the colleges, within the region, and across the state.

**Industry-Driven Regional Collaboratives (IDRCs)** are short-term grant funded networks of regional public, private, and other community-based organizations that support community colleges' efforts to meet regional industries' training and education needs. To maximize responsiveness to the changing needs of regional businesses, IDRCs are designed to allow for ample local autonomy and flexibility in decision-making. Examples of services provided by IDRCs include providing professional development on new curriculum and instructional modes to community college faculty; providing counseling and training to businesses aimed at helping them succeed and grow; developing model curriculum/instructional packages, creating new courses, and instituting up-to-date instructional methodologies and technologies needed to train students and incumbent workers on new technologies; offering instruction through new programs/courses, work-based learning opportunities, and performance improvement training; and purchasing equipment necessary to support eligible activities.

**Technical Assistance Providers (TAPs)** provide expertise and technical assistance in specific areas of need to the Chancellor's Office, colleges, and other grantees under the DWM framework. TAPs enable Regional Consortia, individual colleges, SNs, DSNs, sector partnerships, and collaborative Communities of Practice to more effectively carry out their roles. The TAPs provide subject matter expertise on labor

market information, contract education, and communications and logistics. EWD has also contributed financial support (along with funding from Carl D. Perkins Career and Technical Education Improvement Act of 2006 and The Career Technical Education Pathways Program) for TAPs who worked on the creation of the Chancellor's Office statewide accountability dashboard for CTE programs, LaunchBoard.

**"The LaunchBoard makes the California Community Colleges system the national leader in the development of database tools for aligning students' career aspirations, curricula and labor market opportunities."**

Anthony P. Carnevale  
*Research Professor and Director, McCourt School of Public Policy  
Georgetown University Center*

The **LaunchBoard** is an online data decision tool kit funded in-part by EWD that brings education, employment, and labor market data together to provide the Chancellor's Office and California's community colleges with information on college CTE program performance including transitions from K-12 CTE programs to colleges, college enrollment and completions, attainment of industry or state certifications, employment in field of study, and earnings.

LaunchBoard also helps colleges and regional stakeholders to explore program elements related to delivery of services and their effectiveness, better use data to identify how programs are meeting student achievement goals and where needs for improvement are, and develop regional and statewide conversations about CTE programs, including benchmarking strategies for increased program impact by learning from other colleges with successful CTE student outcomes.

## **EWD PROGRAM ADVISORY COMMITTEE**

The Economic Development Program Advisory Committee (EDPAC) and Workforce and Economic Performance

Advisory Committee (WEDPAC) are bodies that advise EWD. EDPAC is complemented by WEDPAC. While EDPAC meets the statutory requirements of SB 1402, WEDPAC advises the Chancellor’s Office as it executes on the Doing What Matters for Jobs and the Economy framework. These advisory committees meet conjointly. Membership on either of these boards carries roles, responsibilities, and a significant amount of time commitment.

METHODOLOGY

The data for this report is collected through both quantitative and qualitative methods. Financial data and select performance information are collected through online grant reporting systems. Qualitative data, such as success stories, are collected through the Sector Navigators.

Quantitative Reporting

With oversight by their EWD grant monitors in the Chancellor’s Office, Project Directors and Chief Business Officers report and certify their grants’ budget and expenditures quarterly in the EWD Online Expenditure System. Before grants are closed, a report of their required match and any additional resources leveraged is also collected. Project Directors, including Sector Navigators and Deputy Sector Navigators, also provide a quarterly summary of performance information—a list of activities conducted and a report on outcomes achieved.

Qualitative Reporting

Qualitative reporting provides rich detail about the achievements of EWD grantees that cannot be obtained through quantitative data only. Each of the 10 sector’s Sector Navigator and Deputy Sector Navigator grantees provided descriptions of their major activities and accomplishments, including sharing examples of success stories. These descriptions provide critical information on innovative and promising practices to EWD staff, CTE Deans, and the division’s Vice Chancellor, as well as other decision-makers and stakeholders.

KEY FINDINGS

EWD Initiative Funding

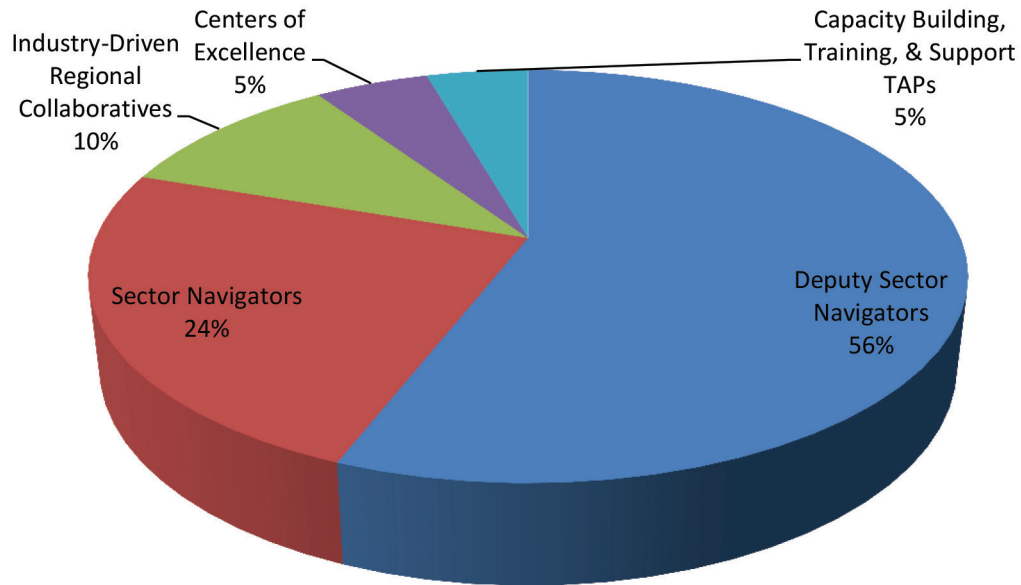
In 2013-14, EWD funded 99 grants over five major new initiatives, totaling \$22.8 million. The largest allotment of funds (\$12.7 million) was awarded to Deputy Sector Navigators via 64 grants, representing 56% of the all EWD funding. Grants for the 10 Sector Navigators totaled \$5.5 million (24% of all funding). Thirteen short-term Industry-Driven Regional Collaboratives (or IDRCs) received \$2.3 million or slightly more than 10% of the total funding. The seven Centers of Excellence were awarded \$1.1 million (or 5% of the total awards) while approximately 5% of the funding was allocated to capacity building, training, and Support Technical Assistance Providers who support grantees work and enhance the skills and knowledge of grantees, college faculty, and Chancellor’s Office staff members.

Exhibit 2: 2013-14 Funding by EWD Grant Initiative		
Grant	# of Grants	Awards
Deputy Sector Navigators	64	\$12,761,181
Sector Navigators	10	\$5,543,905
Industry-Driven Regional Collaboratives	13	\$2,341,325
Centers of Excellence	7	\$1,141,500
Capacity Building, Training, & Support TAPs	5	\$1,020,727
Total	99	\$22,808,638
Source: EWD Quarterly and Final Expenditure Reporting System		

Because each region selects which industry sectors are most relevant to its regional economy, the amount of funding allocated to a given sector is correlated to how many regions selected that sector as a priority area. All sectors received at least \$1 million in funding. The five sectors that were the most frequently selected, and thus have the highest amounts of funding, are Health (\$2.8 million), Information and Communications Technology (ICT)/Digital Media (\$2.5 million), Small Business (\$2.5 million), Global Trade and Logistics (\$2.5 million), and Advanced Manufacturing (\$2.3 million).

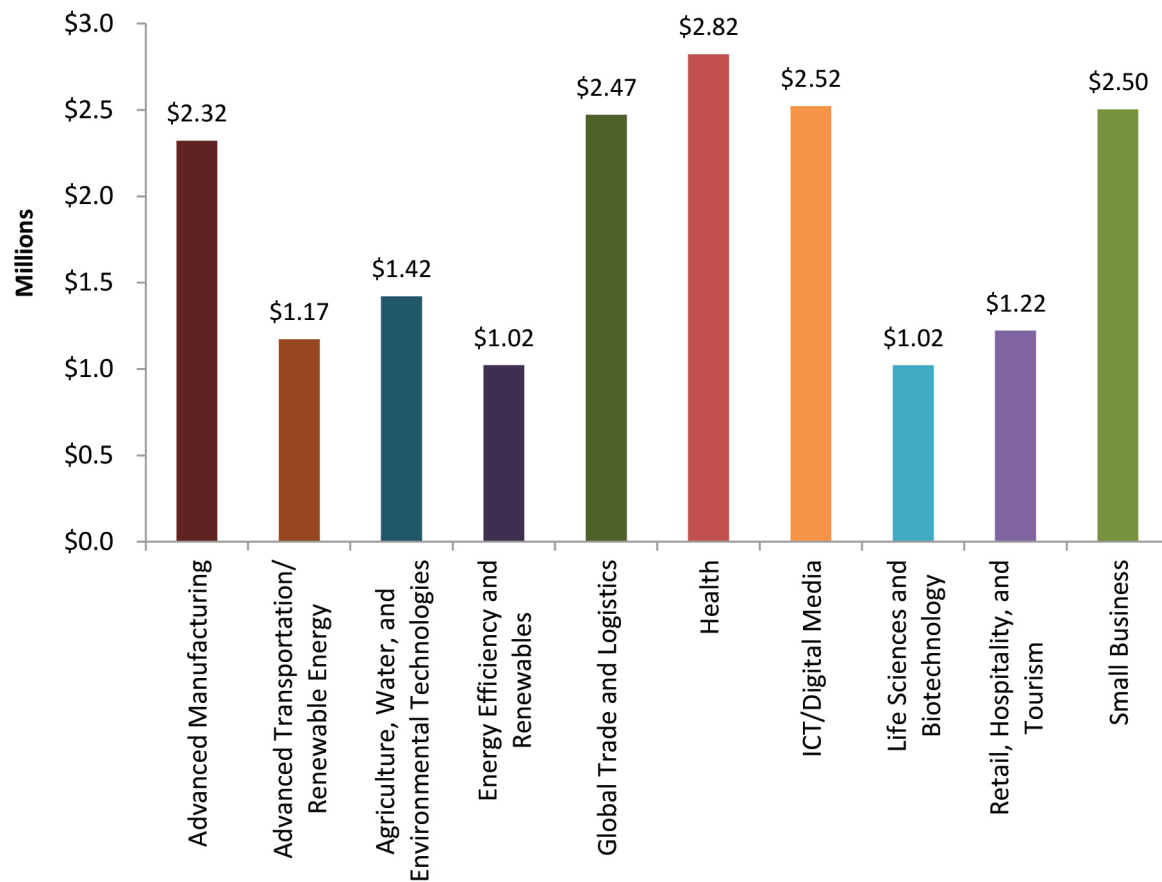
The EWD funding in each region varies according to how many priority industry sectors were identified in

**Exhibit 3: 2013-14 Funding by EWD Grant Initiative**



Source: EWD Quarterly and Final Expenditure Reporting System

**Exhibit 4: 2013-14 Funding by Priority Sectors**



Source: EWD Quarterly and Final Expenditure Reporting System

a given region and in which regions the statewide grantees, such as Sector Navigators and Technical Assistance Providers, are based. Each region received at least nine grants and \$1.6 million in funding. Region G (the Los Angeles/Orange County area) was awarded the most in grant funding (21 grants totaling \$5.9 million), followed by Region A (Northern California) and Region B (Bay Area), which were awarded 17 grants each (totaling \$4.0 million and \$3.4 million, respectively).

## Initiative Activities and Outcomes

EWD grantees provide colleges and businesses with a variety of valuable services, including helping colleges develop and align curriculum according to industry needs, providing professional development training for college faculty, connecting colleges and businesses to each other, providing training for employees, coordinating work-based learning opportunities for students, helping colleges coordinate with other workforce partners and programs, coordinating work on career pathways with K-12 partners, and providing college and industry with labor market research and studies. The following are some examples of these services from the Sector Navigators and Deputy Sector Navigators.

### Curriculum Development

- The Energy Efficiency and Utilities sector team partnered with the California Advanced Lighting Controls Training Program (CALCTP) to facilitate development of the next sequence of courses across the value chain of industry stakeholders engaged in advanced lighting controls. The range of courses is required to eliminate knowledge and skills gaps at all levels that have slowed market adoption.
- Using recommendations from industry, the Health sector developed or is in the processing of developing curriculum including Medical Assisting, Medical Assistant Review Course for Certification Preparation, Certified Nurse Assistant revision, Patient Navigator, LVN Ambulatory Care, and Community Paramedicine.

### Professional Development for Colleges

- The Advanced Transportation and Renewable Energy sector sponsored a multi-day Hybrid/

Electric Vehicle (EV) training program for high school and California community college faculty and technicians in the San Francisco Bay Area.

- The Small Business sector conducted a two-day training for 24 faculty members across the state on becoming certified Kauffman Ice House Entrepreneurship program facilitators, which focuses on teaching entrepreneurial soft skills. This curriculum was then rolled out at 13 colleges as part of an Operation Entrepreneurship program to provide training for 500 veterans across the state.

### Connecting Colleges and Industry

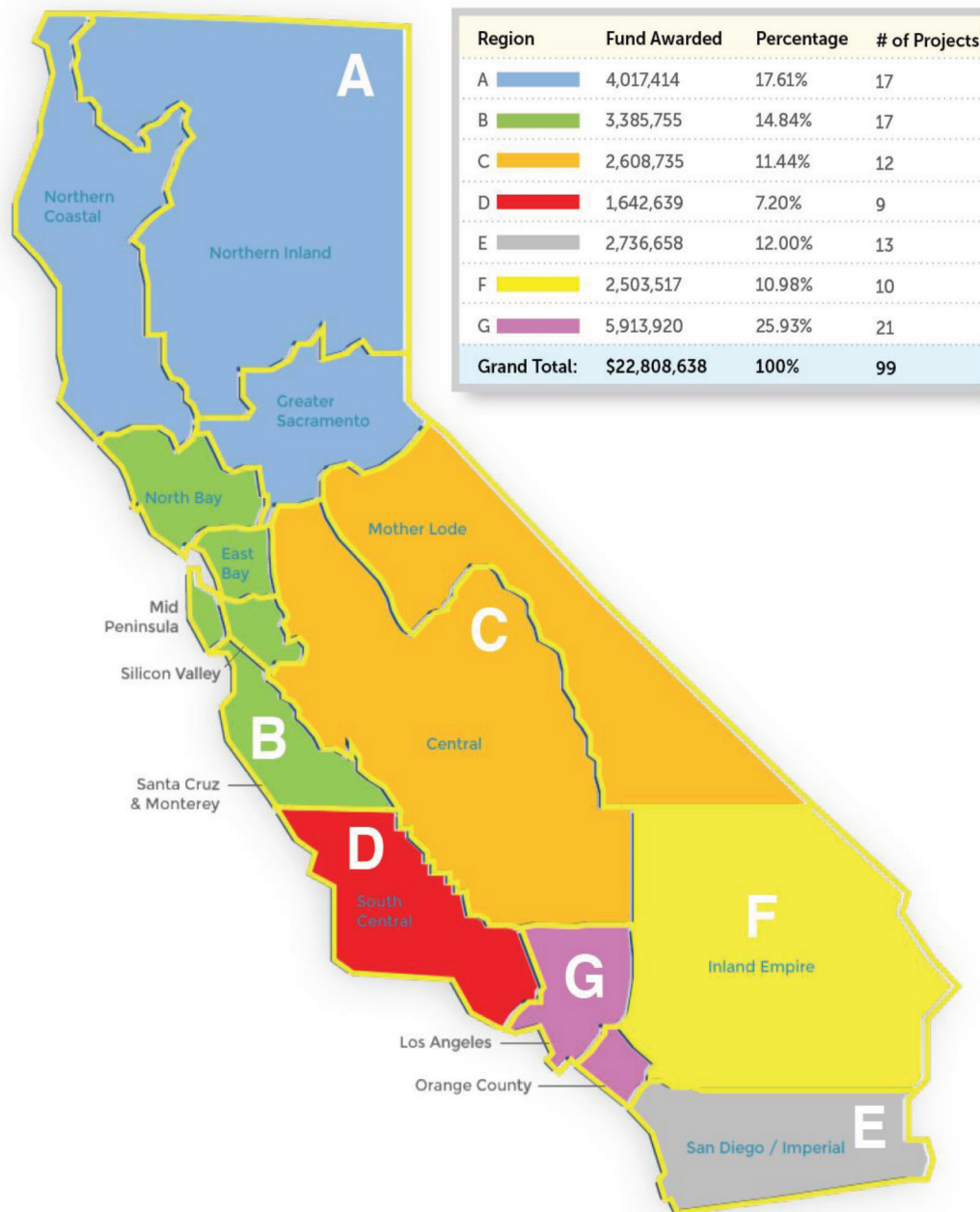
- The Agriculture, Water, and Environmental Technologies sector has supported community college faculty in developing irrigation technology and water treatment curriculum leading to industry-recognized certification and coordinated a review of the curriculum by the National Irrigation Association to ensure it is aligned with industry standards.
- The Retail, Hospitality, and Tourism sector provided support for a culinary competition hosted by Los Angeles Trade-Technical College that, through a partnership with Goodwill, also featured a job fair for students. Over 150 community college students participated in the culinary arts competition, viewed presentations by renowned professional chefs, and participated in the job fair where 22 students were offered employment.

### Training Opportunities for Workers and Students

- Over 1,961 incumbent workers, entrepreneurs, and students attended the Global Trade and Logistics sector-supported third-party workshops that led to certificates or provided industry credential exam preparation courses. Workshops leading to a third-party credential included those by the U.S. Small Business Association, Export Trade Assistance Partnership Program (ETAP); the California Agricultural Export Training Program (CalAgEx); and the Port of Los Angeles “Trade Connect.”
- Led by the efforts of the Bay Region Deputy Sector Navigator, the Retail, Hospitality, and Tourism sector established Internship Bootcamps



## Exhibit 5: 2013-14 Grant Initiative Awards Across Regions



in Customer Service for Hospitality and Culinary workers that integrate the attainment of industry-recognized certificates—Guest Service Gold of the American Hotel and Lodging Association and ServSafe for food handlers—along with work ethic and job readiness instruction to prepare students for internship opportunities.

### Coordination with Workforce Partners

- The Advanced Manufacturing sector was instrumental in working with the other manufacturing

stakeholders in California, including the Governor's Office of Business and Economic Development, to create the California Network for Manufacturing Innovation (CNMI) iHub. The CNMI was formed to provide leadership on key areas affecting the competitiveness and innovation capacity of the state's manufacturers including enabling the delivery of manufacturing innovation in California, reducing risks to companies in adopting new innovations in manufacturing, and communicating and advocating the value of manufacturing innovation.

- The Energy Efficiency and Utilities Sector Navigator assisted the California Workforce Investment Board (CWIB) Executive Director in defining a Proposition 39 program for pre-apprenticeship training based on the Multi-craft Core Curriculum. Approximately \$3.5 million was invested in these programs, a portion of which involved instruction at the community colleges.

#### Coordination with K-12 around Career Pathways

- A regional stakeholder meeting led by the Energy Efficiency and Utilities Sector Navigator in Sacramento helped form the 90-member Construction and Energy Sectors Initiative group. The initiative, led by the North State Building Industry Foundation, engages several WIBs, eleven high school districts, and identifies pathway completion options at five state universities. This group successfully applied for a \$16 million California Career Pathways Trust grant in early 2014 that focuses on 10 priority occupations, including several apprenticeships, and supports training partnerships at American River, Butte, Cosumnes River, Folsom Lake, Sacramento City, Sierra, and Yuba Colleges.
- Through partnerships among science and Career Technical Education (CTE) teachers and regional employers the Health sector implements the Health and Science Pipeline Initiative (HASPI) that supports middle and high schools throughout the state in implementing science-based health pathway programs. Thus far, 929 high school teachers and administrators participated in a HAPSI implementation workshop and subsequently implemented HAPSI at their respective school districts.

#### Research and Studies

- Together, the Centers of Excellence, Life Sciences/Biotechnology sector team, and National Science Foundation/Advanced Technological Education Center Bio-Link formed a project team to obtain authentic, actionable labor market information analysis and gap analysis for middle skills jobs. The major outcome of a full year effort, a report entitled Life Sciences & Biotech Middle Skills Workforce in California (2014), rolls up data both statewide and regionally.

#### Exhibit 6: Highlights of EWD Program during 2013-2014

##### Student/Employee Outcomes

- 42,661 students served
- 38,582 employees served
- 57,820 total people trained
- 2,668 students enrolled in work-based learning (internships and apprenticeships)
- 33,027 completions of workshops and training
- 1,206 students placed in jobs
- 7,398 employees retained jobs

##### Business Outcomes

- 13,826 businesses benefitted
- 1,554 people hired by businesses served by EWD
- 80 new products and services were created by businesses across California with the support of EWD services

Source: EWD Quarterly and Final Expenditure Reporting System

- The Advanced Transportation and Renewable Energy Sector Navigator produced the Advanced Transportation and Renewable Energy Region Alignment–Sector Outcome Study and the Clean Technology Sector Company Data for All California Community DWM Regions Study. The former study looks at how to align Advanced Transportation and Renewable Energy regions with the workforce training needs of rapidly changing advanced transportation and renewable energy sectors; while the latter provides information on clean technology start-ups, and small, medium, and large companies that are innovating new clean technologies and are seeking, or have received new funding, to perfect their ideas or to grow.

Across all grants, EWD served significant number of students, employees, and businesses resulting in Californians getting jobs and businesses boosting their outputs. EWD delivered training for 57,820 people and provided 2,668 students with work-based learning opportunities via internships and apprenticeships. In total, 1,206 EWD-supported students obtained employment and 7,398 employees retained their jobs. The program also served 13,826 businesses. Subsequently, these businesses hired 1,554 people and created 80 new products or services.

<b>Exhibit 7: Comparison of EWD Program from 2012-13 to 2013-2014</b>		
	<b>2012-2013</b>	<b>2013-2014</b>
Impact on Businesses		
Number of businesses served	2,152	13,826
Number of People Hired	1,486	1,554
Number of Employees Retained	6,866	7,398
Education and Training Programs		
Number of Students Participated in Work-based Learning (i.e., internships, apprenticeships, etc.)	655	2,668
People trained	48,105	57,820
Hours of training	71,361	124,434
Source: EWD Quarterly and Final Expenditure Reporting System		

In 2013-2014, EWD grantees intensified efforts to engage employers in their priority sectors and economic regions under the DWM framework. As such, EWD increased the number of businesses served significantly and observed growth in the numbers of people hired and employees retained by those employers. In addition, EWD prioritized funding for work-based learning activities in 2013-2014, which led to a substantial rise in the number of students enrolled in work-based learning programs, such as internships and apprenticeships. In total, EWD trained more people and provided more overall hours of training in 2013-2014 than in 2012-2013.

## Priority Sector Success Stories

### Advanced Manufacturing

#### Jose Anaya, Sector Navigator

#### *The Skill Standards Project*

In 2014, food manufacturers throughout the Central Valley experienced a significant deficit of entry-level maintenance mechanic workers in the region. Employers reported not just that there was a shortage of applicants for open positions, but also that the students coming from local colleges did not have necessary cross-functional skills. In response, Merced College and the Advanced Manufacturing DSN at College of the Sequoias co-led an effort to sponsor a Skill Standards process for maintenance mechanics in food manufacturing. While this program was developed to improve training efforts of the regional colleges related to food manufac-

turing, the program development process also strengthened the relationship between the employers and community colleges involved in the effort, provided a model for additional colleges to create a standards-based foundational skill sets related to food manufacturing, and helped increase the pipeline of skilled maintenance mechanics that matched employers' needs.

Through the Skills Standard process, the colleges and DSN engaged industry experts to develop a program that provided students with the foundational skills needed to perform specific food manufacturing jobs effectively. The colleges convened top-level food manufacturing managers from diverse segments to draft skill functions for maintenance workers. Then each employer sent one of their expert maintenance mechanics to a two-day focus group meeting during which they reviewed and revised a list of critical work functions derived from preliminary research and the initial employer meeting. This assessment process led to the discovery that maintenance mechanics needed to be cross-trained in a number of areas such as electrical, welding, Computer Numerical Control (CNC), machinist skills, computer-aided design, and programming and maintenance of computerized control systems.

An important, though unanticipated, outcome of bringing in employers as creative partners, was that colleges and local and regional employers developed closer and more productive relationships. To provide the necessary skills training, the region's college and employers were required to work collaboratively in new ways. Becoming part of the design process helped employers recognize

how important proper worker training is to their immediate and long-term success. For example, employers articulated the importance of more on-site training for new industrial mechanics and identified and supported opportunities for more internships.

Employers continued to demonstrate the value of their co-investment after the curriculum redesigns and the Skill Standards project was completed. Employers involved in the process referred other educators and industry colleagues in the region to the report developed from the original project. After additional colleges adjusted their programs to reflect the skill sets specified by the Skills Standard process, employers partnered with them on internships opportunities and hired their trainees as well.

Obtaining buy in from both the community colleges and employers was crucial to project success. By involving employers in the development of the Skill Standards process, colleges were able to clarify employer needs, create a common vocabulary, identify the level at which skills were needed, create a more sophisticated foundation for discussion between the community colleges and food processing manufacturers, and act as a catalyst for greater regional collaboration. The resulting curriculum was able to meet employers' need and ensure that employers would have a greater supply of skilled individuals to fill open positions in the future.

## **Advanced Transportation & Renewable Energy**

**Peter Davis, Sector Navigator**

*Helping the VET*

Cerritos College in Norwalk, California launched a first-of-its kind training program to certify military veterans and other qualified applicants to meet the growing need for electrical field service technicians (EFSTs) that maintain the country's fast-growing solar power and electric vehicle. The program is the result of a partnership among Cerritos College's Technology Division, the Advanced Transportation & Renewable Energy (ATRE) sector, a California Community Colleges workforce program, and True South Renewables, Inc., the largest independent solar operations and maintenance provider in the nation.

The five-month college certification program teaches students how to maintain and repair solar photovoltaic (PV) systems, electric vehicle (EV) charging stations and equipment needing general maintenance. Many top solar companies, including True South Renewables, have jobs waiting for graduates of the program. Cerritos College and ATRE worked closely with True South Renewables to develop the extensive curriculum for this unique program.

"This is an important initiative to provide military personnel who were electricians in the service to receive certification in a high-paying, growing civilian field," said Rue Phillips, CEO of True South Renewables based in Huntington Beach, California. "In addition, these graduates are needed. Few outside the solar power industry are aware of the volume of operations and maintenance work required to ensure the optimum performance of large solar fields and photovoltaic systems on commercial and residential rooftops."

The EFST program serves as a pilot for implementing the courses in community colleges throughout California and across the nation. Classes began Jan. 12, 2015 at Cerritos College. Applicants must be experienced electricians with accumulated service knowledge and skills in the electronics/electrician and information technology (IT) sectors. Qualified veterans are being prioritized for entry and will be able to secure financial support upon acceptance.

"We are proud to offer this program to the community, enabling qualified veterans, the unemployed and under-employed to receive training that fills a critical shortage of technicians in the trillion-dollar solar and EV markets," said Jannet Malig, ATRE regional director based at Cerritos College. "Graduates of the program will be introduced to industry leaders with the expectation that we will achieve 99% job placement for graduating students."

Upon completion of the program, graduates receive a certificate of achievement in New Product Development from the California Community Colleges Chancellor's Office. Program graduates are also certified within three modules: Solar Inverter Maintenance



and Repair, Electrical Vehicle Service Equipment (EVSE) Maintenance and Repair, and Solar and EVSE Related Instrumentation and IT Products.

Typical job titles for graduates include Solar O&M Technician Electronics Repair Technician, Solar PV Technician, Electric Vehicle Service Equipment Technician, Solar Monitoring Equipment Technician and Test Equipment Technician. Starting annual salaries can range up to \$75,000.

### **Agriculture, Water and Environmental Technologies** **Nancy Gutierrez, Sector Navigator** *Drought-related Training Programs*

The Agriculture, Water and Environmental Technologies Statewide Sector Navigator and Deputy Sector Navigator worked with the California State Labor Agency and Employment and Training Panel to use \$1 million of drought relief funding to develop programs and offer training at six colleges in the San Joaquin Valley. The training was provided for eight industry-based occupations:

- Irrigation system evaluations specialists and designers
- Logistics technicians
- Electrical maintenance technicians
- Water treatment operators
- Forklift and warehouse technicians
- Food safety technicians
- Qualified pesticide applicators
- Manufacturing production technologists

The programs' goal is to help anyone affected by the drought receive training and become employed or improve on their current employment status. Trainings are currently being offered with 30-40 individuals participating in the 250 hour courses. At the end of the program, participants can obtain industry-recognized certifications.

### **Energy (Efficiencies) & Utilities** **Jim Caldwell, Sector Navigator** *Energy Audit Curriculum*

Bay Area community college faculty indicated interest

in infusing commercial Energy Efficiency content into existing courses and programs. By partnering with City College of San Francisco (CCSF), the Bay Area Deputy Sector Navigator was able to make relevant, industry-vetted curriculum available by leveraging a comprehensive commercial building auditing curriculum developed through an Industry Driven Regional Collaborative (IDRC) grant at CCSF.

In response to San Francisco's ordinance requiring commercial building auditing, CCSF used an IDRC grant to develop "Commercial Building Energy Analysis and Audits" curriculum that provides over 500 hours of instruction. The curriculum benefits from the expertise of eighteen industry representatives from highly regarded firms in the field of building performance, including those from PG&E's Pacific Energy Center.

Energy auditing skills are relevant to many positions in the industry including building operation, design, construction and energy management, and to a variety of community college programs. The Deputy Sector Navigator planned and facilitated an Energy Faculty Forum in May 2014 that highlighted the relevance of this curricular resource as well as serving as a professional development opportunity for regional faculty. Thirty faculty and partners attended, including the representatives from the California Association of Building Energy Consultants.

Twelve colleges in the Bay Area, plus a number in Southern California, requested the curriculum. Now PG&E is making it available to other community colleges and California State University campuses in their larger service area.

When the DSN convened a December 2014 Building Performance Faculty-Industry Forum to hear from industry representatives about the job and skills demands in the commercial building performance market, from the perspective of both suppliers/service providers and facilities professionals, all of the industry partners attending identified the Commercial Building Energy Auditing content as being relevant to current needs in the field.

## **Global Trade & Logistics**

### **Jeffrey Williamson, Sector Navigator**

#### *Small Business Association State Trade and Export Promotion Program*

The Global Trade and Logistics sector's Centers for International Trade Development (CITD), in cooperation with the Governor's Office of Business and Economic Development, California Department of Food and Agriculture, the Los Angeles Area Chamber of Commerce, and other local and regional economic development organizations, successfully implemented the Small Business Association State Trade and Export Promotion Program for California. Forty-one export promotion activities were conducted in California and five continents serving 802 companies, including employee training and business matching services resulting in over \$70 million in exports for California small businesses. The U.S. Small Business Administration provided funding to support inbound and outbound trade missions that leveraged the employee training and small business export education services and programs offered through the CITD. In addition, the California Community Colleges Chancellor's Office, on behalf of the CITDs, was awarded the "President's E-Award" for export service excellence in 2013.

## **Health**

### **Linda Zorn, Sector Navigator**

#### *Statewide RN Transition to Practice*

The New Graduate Registered Nurse (RN) Transition Program is a collaborative program between the Health Sector's Health Workforce Initiative (HWI), industry partners, and community colleges. The program provides 240 hours of clinical experience for new graduate RNs who have been unemployed or underemployed for three months to one year. In the program, the new graduate RN assumes the duties of an RN under the supervision of an experienced preceptor at an industry partner's clinical site. Students are also formally enrolled in a college course (Cooperative Work Experience) and receive campus-based instruction. A professor maintains contact with the preceptor and student during the

course. Local workforce investment boards may support participants with funding and services like child care.

The program gives RNs greater confidence in decision-making for the management of safe and effective patient care. The program also gives them the opportunity for employment at the clinical site. In a follow-up survey sent to program participants, most respondents said they would recommend the program to other new graduates. Many said the program helped them maintain and improve their nursing skills and gave them a true sense of what it is like to work as a nurse. As a result of the success of the program, more colleges are interested in participating or offering a similar program.

Through FY 2013-14, HWI has funded and coordinated 23 programs in the state in collaboration with nine community colleges, 31 industry partners, and two local workforce investment boards. The program has had 420 participants. Of those completing the program, 336 have been hired into RN positions for an overall hire rate of 80%.

## **Information Communication Technologies and Digital Media**

### **Stephen Wright, Sector Navigator**

#### *Identification, Verification and Promotion of Effective Pathways in ICT-DM*

The Information Communication Technologies and Digital Media (ICT-DM) sector has identified entry level positions in ICT-DM that allow students to gain experience in their field and can be built upon with additional training. Most jobs of this type are in the business hybrid group (office and retail) followed by traditional Information Technology (IT) Networking. Working with placement agencies in the San Diego Region, Deputy Sector Navigator Rose Lamuraglia was able to establish the Business Information Worker' (BIW) pathway consisting of basic office and internet skills. The demand for this entry level training is significant as businesses struggle to find students with basic MS Office, Keyboarding, and Internet (light cyber security) skills.

The ICT-DM sector has promoted the BIW pathway, allowing colleges statewide to map their own courses to the BIW skillset so they can use the standard BIW brochure, website, and marketing. Twenty colleges have signed up on the BIW site.

The Computer Retail Salesperson Pathway is also being developed, as is the IT User Support Help Desk and Fast Track IT pathways, allowing students to maximize the relevant IT Certifications – the passport for employment -they can receive within a year.

The branded pathways encourage colleges to offer similarly named certificates of achievement. The ability to standardize and market the statewide branded pathway is a signal accomplishment for the ICT-DM Team.

### **Life Science and Biotechnology**

**Sandra Slivka, Sector Navigator**

*Pasadena Bioscience Collaborative*

In 2004, the Pasadena Bioscience Collaborative (PBC) opened its doors as a non-profit incubator to two young companies. Job creation, internships and high school outreach are all products of this non-profit entity. The EWD program has been a PBC partner since its founding. PBC has over 20 tenants with intellectual properties in drug discovery, drug delivery, process determination and nanotechnology. Two of the original PBC companies are still in business locally and use interns trained by the community colleges. PBC has incubated over 35 companies, and created over 80 jobs and over 50 internships. In addition, 120 local high school students each year are given short internship experiences as part of the Amgen Biotech Experience curriculum. As the greater Los Angeles area works to provide direction and meaningful support for its large but widely distributed biotechnology industry, the regional community colleges are building training programs to supply the technical workforce, and the Pasadena Bioscience Collaborative serves as the model for the biotech hub projects being promoted by the City and County of Los Angeles.

### **Retail/Hospitality/Tourism/‘Earn and Learn’**

**Philip Sutton, Sector Navigator**

*Internships with Bon Appetit at the Google Campus*

The Bay Region Retail, Hospitality, and Tourism (RHT) Deputy Sector Navigator met with Bon Appetit, the food service provider to Google, to explore and design an internship program for high school and community college students at Google’s campus in Mountain View. Components of the internship include a complete student application process; a choice of front-of-house or back-of-house food service positions (Restaurant Operations/Management or Culinary); an Internship Boot Camp provided by the Bay Region that includes training and preparation in soft skills and two industry recognized certifications; pay for seven weeks; “Fun Day Monday” sessions hosted by Bon Appetit leaders that all students participate in; and a wrap-up reception with parents, high school administrators and teachers.

A high quality work-based learning framework for internships was developed. Each summer 30-35 high school students are placed in work-based learning opportunities, where they discover the many Bay Region career pathway opportunities and programs available at community colleges in Retail, Hospitality, and Tourism and gain valuable workplace certifications and soft skills training. In the fall and spring semesters, 40-50 community college students have the same opportunity to participate in this experience. A collaborative and beneficial industry/community college regional partnership was established and can be adopted throughout the state.

In the summer of 2014, 30 high school students representing 10 high schools in the Bay Region successfully completed an Internship Boot Camp, earned their California Food Handler Certification, and completed the Certified Guest Service Professional examination offered through the American Hotel and Lodging Association along with over 20 hours of soft skills training. Twenty-seven students are working toward the successful completion of their paid internship program and will have participated in 140-160 hours of hands-on industry training. Thirty students and over 10 high schools

have been engaged around the many exciting opportunities available in the Bay Region community college RHT programs.

### **Small Business**

#### **Charles Eason, Sector Navigator**

##### *Edu-Preneurs Summit/Camp*

**Regions Involved:** North Far North Region, 10 Counties in North of Butte County

**Colleges Involved:** Shasta, Lassen, Butte, Siskiyou, Feather River and College of the Redwoods.

**The Challenge:** Teachers can feel isolated in large geographic areas such as the North/Far North of California. There is a challenge in getting resources and existing learning materials shared across a large region. Entrepreneurship is a difficult process and path to learn and even more difficult to teach, so it is important to provide for teachers and faculty to be able to share resources.

**The Solution:** Edu-Preneurs Summit/Camp was a program built to get teachers, industry and the community together to discuss and implement solutions to small businesses' complex issues and to bring collaboration and sharing of best practices to the region. The program started in the fall with an initial kickoff two-day summit with representation from small businesses throughout the north of the state on a skills panel. Teachers, students, faculty, business owners and economic development partners were invited to an all-day collaboration on identifying needs and existing programs in local communities. A survey was conducted to receive feedback and connect everyone who was there to a resource list. There were over 60 people in attendance representing seven community colleges and three California State University campuses. From the feedback gathered, a second summit was then offered more specifically targeting the problems that were collected and needed to be addressed by the region. After identifying what businesses are looking for and what faculty needs to reach that demand, a three-day professional development opportunity was developed for faculty and

teachers throughout the region to receive instruction and resources for teaching in their schools. This culminated in a three day Edu-Preneurs Camp (retreat) at a central location. Fifteen high school teachers and 15 community college instructors received all the training in their specific role and materials they need to implement a solution to what the region had identified as gaps.

**Outcomes:** Multiple school districts worked together sharing curriculum and models. Feather River College shared an online platform with six high schools in Shasta County, and College of the Siskiyous partnered to adopt a national entrepreneurship certification from California State University, Fresno.. The Deputy Sector Navigator from Cuesta College (South Region) was brought in to teach entrepreneurship best practices to 15 community college faculty in the north region. In addition, small businesses that were in attendance signed up for work-based learning/internships.

#### **The Data:**

- 60 attendees from 10 different counties.
- 30 instructors from the North/Far North region received professional development twice during the year.
- Five high schools are implementing entrepreneurship pathways into their senior curriculum.
- Two hybrid manufacturing and entrepreneurship and Ag/entrepreneurship courses have been created.
- Five high schools will be receiving Network for Teaching Entrepreneurship (NFTE) certification

## **CONCLUSION**

California community colleges continue to impact the state's economic growth and global competitiveness through the EWD Program.

The new initiatives funded in fiscal year 2013-14 created and strengthened the alignment between community colleges and the industries in their economic regions. Sector Navigators and Deputy Sector Navigators increased the number of businesses served. Industry



Driven Regional Collaboratives provided employers and colleges the opportunity to work together to create and improve course offerings to prepare students with the skills and education needed to fill high-demand jobs. The Centers of Excellence provided colleges with labor market research with which to base their decisions. The increased collaboration with industry enabled California community colleges to supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success and get Californians into open jobs.

EWD decisions are becoming more data-driven and evidence-based, resulting in strategic investments based on proven practices. The new LaunchBoard accountability dashboard gives California community colleges a tool to report and share the effectiveness of their programs by tracking student outcome data and economic impact. In sum, continuing the work of the EWD program gives California community colleges the ability to build upon their current success and positively impact California's economy into the future.

## APPENDICES:

### Appendix A: Priority Sector Summaries

**Advanced Manufacturing Initiative** ([http://www.cccewd.net/initiative\\_cact.cfm](http://www.cccewd.net/initiative_cact.cfm)): *Create efficient yet flexible production systems using and advancing computer and information technologies to serve changing customer production needs.*

The California manufacturing sector, with its multiple clusters and extensive supply chains, ranks first in the nation for employment in manufacturing. Given the importance of manufacturing in the state, the Advanced Manufacturing Sector Navigator, Deputy Sector Navigators, and Centers for Applied Competitive Technologies (CACT) strive to enhance the statewide delivery of technical services and education to business and industry, occupational faculty, service providers, and students. The Navigators and CACTs offer technical assistance, develop curricula, and deliver advanced technology training to colleges, manufacturers, and students throughout California, resulting in consistent, replicable, quality statewide advanced manufacturing programs that are tailored to the regional needs of our stakeholders throughout the state.

**Advanced Transportation and Renewable Energy** ([http://www.cccewd.net/initiative\\_atte.cfm](http://www.cccewd.net/initiative_atte.cfm)): Ensure that California maintains its role as a clean technology world leader in a rapidly changing global environment with competitive, efficient and environmentally clean transportation and energy industries.

Advanced transportation and renewable energy represents an array of clean energy technologies forming a critical part of California's strategy to reduce its climate change impact, as well as grow a robust green economy. California has always been a world leader in clean energy technologies, but to advance its competitiveness a superior workforce skilled in rapidly- changing clean energy technologies must exist. The goal of the Advanced Transportation and Renewable Energy (ATRE) Sector, and the focus of its state-level Sector Navigator and regionally

focused Deputy Sector Navigators, is to help drive creation of that skilled workforce by helping to align programs and curriculum with the needs of ATRE regional sector employers, developing faculty collaboratives, connecting programs and employers and producing related outcomes that are measureable and performance-based.

**Agriculture, Water, and Environmental Technologies** ([http://www.cccewd.net/initiative\\_etc.cfm](http://www.cccewd.net/initiative_etc.cfm)): *Encompasses four clusters: Agriculture Support, Agriculture Production, Agriculture Wholesale Trade, and Agriculture Water and Environmental Services.*

Not only is the Agriculture, Water, and Environment Technologies (AgWET) Sector essential, but the growth in innovation within the sector plays an important role by fueling product and technology innovations within the state (in areas such as electronic, energy, plastics, and pharmaceuticals). The AgWET Sector Navigator and Deputy Sector Navigators help provide a foundation for careers in the agriculture industry through the provision of services: curriculum development in emerging careers; career pathways support; professional development for educators; and assistance with statewide collaboration of secondary, community college and university educators.

**Energy Efficiency and Utilities** ([http://www.cccewd.net/initiative\\_energy.cfm](http://www.cccewd.net/initiative_energy.cfm)): *Industries engaged in developing and managing technologies related to the generation, distribution, storage, and efficient use of energy. The sector represents two industry clusters: Utilities that are primarily focused on generating, transmitting and delivering electric power, distributing natural gas and water, and collecting and treating waste water; and Energy Efficiency that encompasses firms engaged in energy planning and management with the purpose of making new and existing buildings more energy efficient.*

The Energy Efficiency and Utilities Sector represents two industry clusters: utilities that are primarily focused on generating, transmitting, and delivering electric power, distributing natural gas and water, and collecting and treating waste water; and energy efficiency that encompasses firms engaged in energy planning

and management with the purpose of making new and existing buildings more energy efficient. The Energy Efficiency and Utilities Sector provide a single point of contact for industry to meet its workforce needs through the California Community Colleges system. To increase the pipeline of qualified new workers and ensure that trained incumbent workers are trained adequately, the Sector Navigators and Deputy Sector Navigators' facilitate connections between college and industry and workforce investment partners to create or improve career pathways in the industry clusters, develop new courses and work-based learning programs, and provide faculty with ongoing professional development opportunities.

**Global Trade and Logistics** ([http://www.cccewd.net/initiative\\_citd.cfm](http://www.cccewd.net/initiative_citd.cfm)): *Involves the exporting and importing of goods and services across international boundaries, including the logistics, finance, marketing, and management of business processes to support trade.*

Future economic growth for both the California and the U.S. economies is dependent upon global trade. In order to be "globally competitive," employees need to be exposed to global business concepts and practices (including exporting, importing, and logistics) as well as global geography and culture. The Global Trade and Logistics Sector works directly with businesses to identify their needs relative to international business; provide partnership development opportunities with other agencies, employer groups, and business associations; and deliver current and relevant training to help incumbent and prospective workers become more globally competitive. The in-demand topics are then incorporated into the community college classroom through faculty development, global course development, curriculum sharing, and other services provided by the Global Trade and Logistics Sector Navigator and Deputy Sector Navigators.

**Health** ([http://www.cccewd.net/initiative\\_hwi.cfm](http://www.cccewd.net/initiative_hwi.cfm)): *Encompasses healthcare occupations in ambulatory health care services, nursing and residential care facilities, and hospitals.*

The Health Sector is dedicated to serving both California's community colleges and healthcare companies in order to meet emerging demands for California's

health care industry workers; determine needs while facilitating the development of innovative solutions; and evaluate and initialize health-related educational programs. The sector's services to colleges include the provision of professional development for faculty and staff, convening of faculty collaboratives, technical assistance with program and curriculum development and/or revision, and support connecting with industry through program advisory structures. The Health Sector Navigator and Deputy Sector Navigators also provide health care employers and employees with incumbent worker training, professional development for licensure renewal, labor market analysis to determine needs and gaps, and subsequent strategy development on meeting those workforce needs identified in the analysis.

**Information and Communication Technologies / Digital Media** ([http://www.cccewd.net/initiative\\_iima-4biz.cfm](http://www.cccewd.net/initiative_iima-4biz.cfm)): *Encompasses all rapidly emerging, evolving and converging computer, software, networking, telecommunications, Internet, programming and information systems technologies including hardware, software, digital media and services.*

California faces a continuing rapid evolution of technology that renders the in-demand skills of today the minimum skills of tomorrow. Through engagement with college faculty and staff, students, and industry experts, the Information and Communication Technologies/ Digital Media (ICT/DM) Sector works to better align existing faculty-developed curriculum with industry needs, especially related to the particular jobs that are most relevant to our California community college student population. The ICT/DM Sector helps identify, verify, and promote effective strategies and pathways necessary to build the pipeline of IT workers; contributes to accelerated student outcomes by helping colleges acquire the technology to train students remotely; and provides faculty development and system support.

**Life Sciences and Biotechnology** ([http://www.cccewd.net/initiative\\_biotechnology.cfm](http://www.cccewd.net/initiative_biotechnology.cfm)): *Encompasses a group of diverse industries (Agriculture Feedstock and Chemicals, Drugs and Pharmaceuticals, Medical Devices and Equipment, Research Testing and Medical Laboratories, and Bioscience-related Distribution) with*

*a common link – the application of biological scientific knowledge to make products that are useful to humans. This sector in California is concentrated in three regions: San Diego, LA/Orange Counties, and the Bay Area where the industry is economically critical to the region and provides excellent workforce opportunities for California community college students.*

The Life Science and Biotechnology Sector serves the workforce needs of the biotechnology and biosciences community in California. As such, the work of this sector is concentrated in three regions of the state where the industry is economically critical to the region and provides excellent workforce opportunities for California community college students in San Diego, LA/Orange Counties, and the Bay Area. In order to increase both the capacity of colleges to deliver industry-relevant training and the ability of students to access programs successfully, the Life Sciences and Biotechnology Sector Navigator and Deputy Sector Navigators work to align in-demand skills sets with instruction, conduct outreach to businesses, and promote industry engagement with statewide educational programs.

**Retail, Hospitality, and Tourism ‘Learn and Earn’** ([http://www.cccewd.net/initiative\\_wplrc.cfm](http://www.cccewd.net/initiative_wplrc.cfm)): *Includes four subsectors: food services, accommodations, activities and amusement, and transportation.*

The Retail, Hospitality, and Tourism ‘Earn and Learn’ Sector collaborates with industry to assess their needs and then works with community college partners, workforce investment boards, and middle and high school CTE faculty to create courses, certificates, and credentials that provide students with the skills that are most important to these employers. The Sector Navigator and Deputy Sector Navigators also help connect industry and education leaders, assist businesses find qualified job applicants, and help advocate for industry needs at the middle school, high school, community college, and legislative levels. Because of the importance of prior work experience in securing the higher paying positions in retail, hospitality, and tourism industries, the sector promotes and develops work-based learn-

ing opportunities for students such as job site tours, industry speakers, job shadowing, and internships.

**Small Business** ([www.cccewd.net/initiative\\_business\\_entrepreneurship.cfm](http://www.cccewd.net/initiative_business_entrepreneurship.cfm)): *Businesses that are independently owned and operated, organized for profit and not dominant in their field.*

Entrepreneurs and small business owners are critical to California’s economic development as contributors to innovation and new job growth. The Small Business Sector works to improve and expand business and entrepreneurial curriculum that prepares a job-ready workforce and future entrepreneurial leaders. The Small Business Sector Navigator and Deputy Sector Navigators work with business and education leaders to provide professional development to college faculty; create new courses, certificates, degrees; and embed small business and entrepreneurship into existing Career Technical Education (CTE) programs offered by the California Community Colleges system.



## Appendix B: EWD CCCCCO and Regional Consortia Resources

ECONOMIC REGION	REGIONAL CONSORTIA	
<b>1) North/Far North</b>  <b>Northern Inland:</b> Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Sierra, Siskiyou, and Tehama Counties  <b>Northern Coastal:</b> Del Norte, Humboldt, Lake, Mendocino and Trinity Counties  <b>Greater Sacramento:</b> El Dorado, Nevada, Placer, Sacramento, Sutter, Yolo and Yuba Counties.	CCCCO Monitor: Sharon Wong	Co-Chair: Keli Anthis 530.945.8462 anthiskeli@gmail.com  Co-Chair: Jamey Nye 916.691.7205 NyeJ@CRC.losrios.edu
<b>2) Bay Area</b>  <b>North Bay:</b> Marin, Napa, Sonoma and Solano Counties  <b>San Francisco / San Mateo/ East Bay:</b> Alameda and Contra Costa Counties  <b>Silicon Valley:</b> Santa Clara County Santa Cruz / Monterey	CCCCO Monitors: JoAnne Vorhies, Maureen White	Chair: Rock Pfothenhauer 831.479.6482 rock@cabrillo.edu  Co-Chair: Jessica Pitt 510.912.0535 jessica@jessicapitt.com Twitter: @EBworkforce  Project Director: Kit O'Doherty 650.560.9798 kitodoherty@gmail.com
<b>3) Central Valley/Mother Lode</b>  <b>Central Valley:</b> Fresno, Kern, Kings, Madera, Merced, San Benito, San Joaquin, Stanislaus, and Tulare Counties  <b>Mother Lode:</b> Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, and Tuolumne Counties	CCCCO Monitor: Jean Claude Mbomeda	Chair: Shelly Conner 559.324.6476 shelly.conner@scccd.edu
<b>4) South Central</b>  <b>South Central Coast:</b> San Luis Obispo, Santa Barbara, and Ventura Counties	CCCCO Monitor: Katie Faires	Chair: Luann Swanberg 805.479.7670 lswanberg2@gmail.com  Co-Chair: Diane Hollems 805.683.8281 hollems@sbcc.edu
<b>5) San Diego / Imperial</b>	CCCCO Monitor: Carol Jong	Chair: Mary Wylie 619.957.5540 marywylie2011@aol.com Twitter: @marywylie2011
<b>6) Inland Empire:</b> Riverside and San Bernardino Counties	CCCCO Monitor: Katie Gilks	Chair: Julie Pehkonen 951.222.8026 julie.pehkonen@rcc.edu
<b>7) Los Angeles/Orange County</b>	CCCCO Monitors: Robin Harrington, Laura Casillas	Chair: Steven Glyer 714.412.4977 glyer.steven@gmail.com Twitter: @stevenglyer  Vice Chair: Lynn Shaw 562.708.3803 shaw_lynn@sccollege.edu

## Appendix C: EWD Program Advisory Committee

### EDPAC/WEDPAC

#### Van Ton-Quinlivan

*Vice Chancellor, Workforce & Economic Development Division,  
California Community Colleges Chancellor's Office  
CCCCO Vice Chancellor*

#### Mary Benard

*Vice President, Instruction, MiraCosta College  
CIO Representative*

#### Patrick Butler

*Student Representative*

#### Dr. Andrew Jones

*Senior Consultant and COO, base11  
Philanthropy*

#### Debra Jones

*Dean, Career Education Practices, California Community  
Colleges Chancellor's Office  
CCCCO Dean*

#### James P. Mayer

*President/CEO, CA FWD  
Economic Development*

#### Wheeler North

*Academic Senate, San Diego/Miramar College  
CTE Faculty*

### EDPAC\* Members 2014

*\*Only EDPAC is subject to Bagley-Keene Open Meeting Act 2004*

#### SECTOR REPRESENTATION

##### Chris Flask

*Vacaville Business & Operations Support Senior Manager, Operational  
Excellence, Genentech, Inc.  
Life Sciences/Biotechnology*

##### Pat Fong-Kushida

*President/CEO, California Asian Chamber of Commerce  
Small Business*

##### Ian Kalin

*Director of Open Data, Socrata, Inc.*

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California Community Colleges Chancellor's Office

#### Mary Kimball

*Executive Director, Center for Land-Based Learning  
Agriculture, Water & Environmental Technology*

#### Bernie Kotlier

*Executive Director, Sustainable Energy Solutions, Labor Management  
Cooperation Committee, CA  
Energy (Efficiency) & Utility*

#### Cathy Martin

*Vice President, Workforce, California Hospital Association  
Health*

#### Dave Meisel

*Director, Transportation Services, PG&E  
Advanced Transportation & Renewables*

#### Mr. Lynn Mohrfeld

*President/CEO, California Hotel & Lodging Association /  
California Association of Bed and Breakfast Inns  
Retail, Hospitality, and Tourism "Learn & Earn"*

#### Rob Sanger

*Manager, Training Services, California Manufacturing  
& Technology Assoc.  
Advanced Manufacturing*

#### Susanne Stirling

*Vice President, International Affairs, California Chamber of Commerce  
Global Export & Logistics  
Regional Representation*

#### Dr. Helen Benjamin

*Chancellor, Contra Costa Community College District  
SF/San Mateo, East Bay, Silicon Valley, North Bay, Santa Cruz/Monterey*

#### Dr. Sunita Cooke

*President/Superintendent, MiraCosta Community College  
San Diego/Imperial*

#### Dr. Carole Goldsmith

*President, West Hills College Coalinga  
Central Valley*

#### Dr. Doug Houston

*Chancellor, Yuba Community College District  
Northern Inland/Coastal, Greater Sacramento*

**Dr. Sandra Mayo**

*President, Moreno Valley College*

*Inland Empire/Desert*

**Dr. Judy C. Miner**

*President, Foothill College*

*SF/San Mateo, East Bay, Silicon Valley, North Bay, Santa Cruz/Monterey*

**Dr. Raul Rodriguez**

*Chancellor, Rancho Santiago Community College District*

*Orange County, Lead*

**Dr. William (Bill) Scroggins**

*President & CEO, Mount San Antonio College*

*L.A. County*

**Dr. Dianne Van Hook**

*Chancellor, College of the Canyons*

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